

Training Objectives



- To understand the purpose, organization and structure of the Kindergarten W-APTTM
- To learn how to reliably administer and score the Kindergarten W-APTTM
- To learn how K-WAPT™ scores are used in Kentucky to determine ELL placement and services

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Workshop Outline



- Purpose of the K-WAPTTM
- Division of components
 - Listening and Speaking
 - · Reading and Writing
- Accessing and Printing K-WAPTTM Materials
- Listening and Speaking: Oral Proficiency Test
 - Administration
 - Scoring
- Reading and Writing: Optional Diagnostic Test
 - Reading Administration and Scoring
 - Writing Administration and Scoring
- Interpreting and Using K-WAPTTM Scores

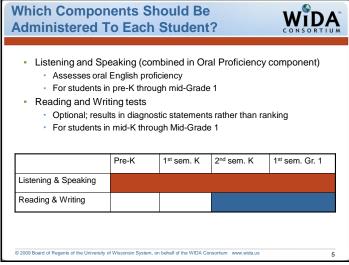
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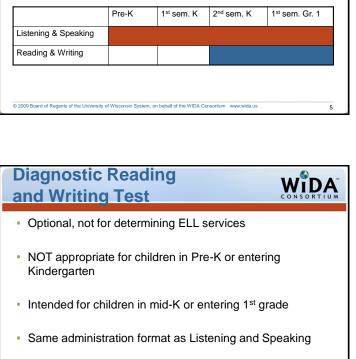
Purposes of the K-WAPTTM



- To identify the academic English language proficiency level of students who may be candidates for ELL and/or bilingual services
- To determine the academic English Language Proficiency level of students new to a school or to the U.S. school system in order to determine appropriate instructional services

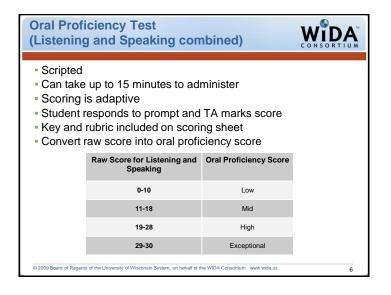
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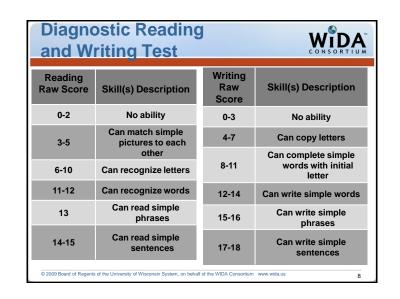


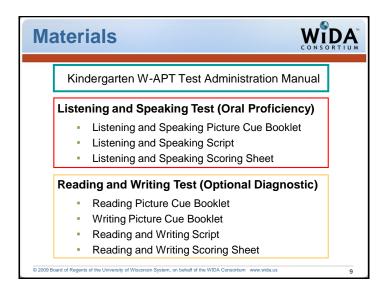


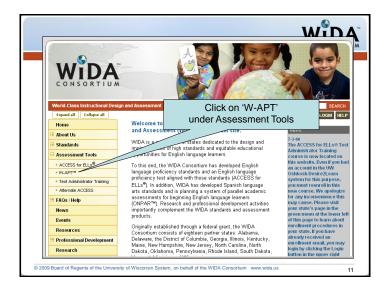
Convert raw score to skill description for Reading/Writing

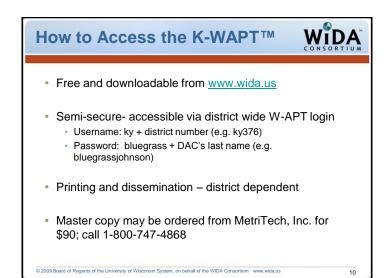
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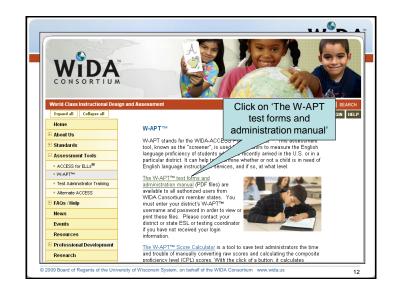


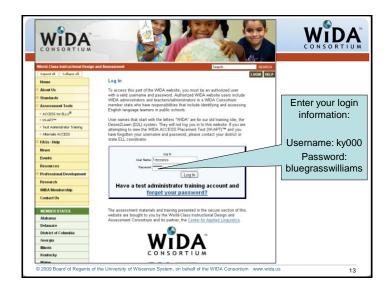


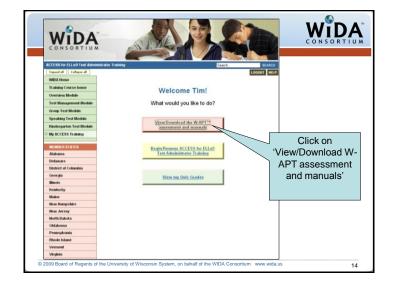


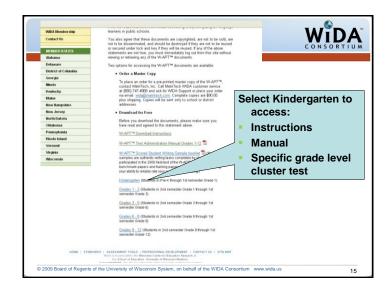


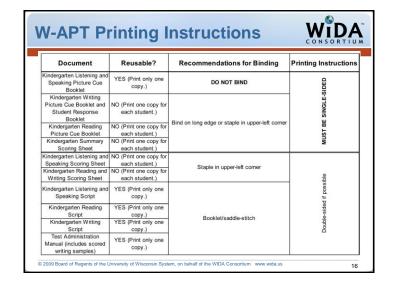












Preparing for Test Administration



- Students must be tested individually in a one-on-one interview format in a quiet, private room or carrel
- Post a Do Not Disturb: Testing sign on the testing room door on test days
- Assure that the student's name is written on the scoring sheet and consumable test forms
- Use a rectangular or circular table at which to test the student
- Place yourself at a right angle to the student
- Make sure students can see the test materials when they lie flat on the table.
- Provide at least two sharpened pencils

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Administering the Oral Proficiency Components (Listening and Speaking)

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Layout



- Oral Proficiency component is divided into 5 parts (Parts A through E)
- Corresponding page numbers for the Picture Cue booklet are listed in the heading of each Part
- Brief orientation to the task is included
- If a child responds incorrectly to the first task in both Listening and Speaking sections, model the correct response, score the item 0, and move on to the next task
- If a child responds <u>correctly</u>, score the item 1, and move on to the next task

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Navigating the Oral Proficiency Components: Parts A-C



Parts A-C

- 1. Administer and score all Listening tasks in Part A.
- 2. Administer and score all Speaking tasks in Part A.
- 3. Calculate the score
- Based on the scoring guidelines in the script, determine whether the student will advance to the next Part or wind down
- 5. Repeat steps 1-3 for Parts B and C as necessary

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Navigating the Oral Proficiency Components Parts D-E



Parts D-E

- 1. Administer and score the first Listening task in Part D
- 2. Administer and score the first Speaking task in Part D
- 3. Continue alternating the Listening and Speaking tasks until Part D is complete
- 4. Calculate the score
- 5. Based on the scoring guidelines in the script, determine whether the student will advance to the next Part or wind down
- 6. Repeat steps 1-3 for Part E as necessary

Note: Follow the script for winding down at the end of Part E

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Listening and Speaking Picture Cues



- Read the prompt and point to the object(s) indicated in the script
- In the picture cue booklet, the corresponding script page is listed in the lower right-hand corner in a black box
- Some pictures are used for more than one part

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Listening and Speaking: Part A WIDA



- In Listening Part A, the student is asked to point to something in the picture
- In Speaking Part A, the Test Administrator points to various items, as scripted, to elicit the child's answer

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Listening and Speaking: Part B WiDA

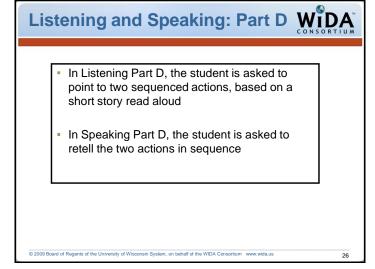


- In Listening Part B, the student is asked to manipulate the picture cue booklet
- In Speaking Part B, the student is asked to describe the picture

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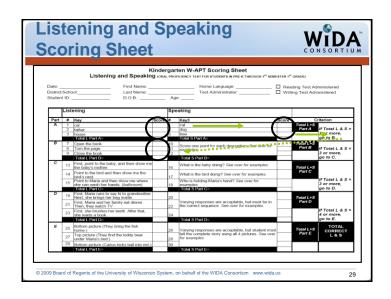
In Listening Part C, the student is asked to point to different things in the picture In Speaking Part C, the student is asked to describe something that is going on in the picture

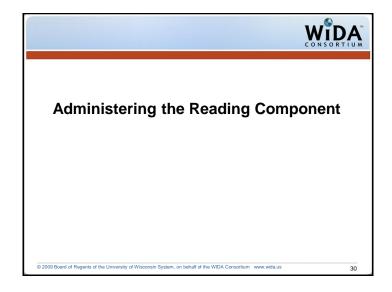
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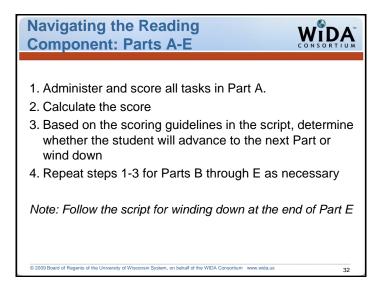
In Listening Part E, the student is asked to point to one of two pictures, the one that completes the short story read aloud In Speaking Part E, the student must retell the story O 2009 Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortum www.wida.us 27

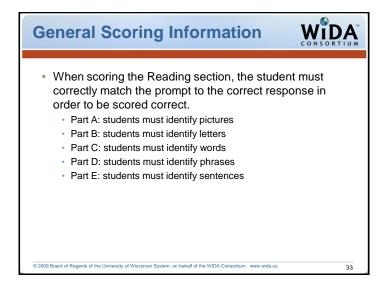
Using the Oral Proficiency Scoring Sheet, mark responses as right (with a 1) or wrong (with a 0) Listening Responses Follow the scoring guidance in the key Speaking Responses Must be in English; Must be understandable, even though it might require some effort on your part to comprehend Key gives the TA a sample of the quality and quantity of language expected in the correct response. It does not include all possible correct responses

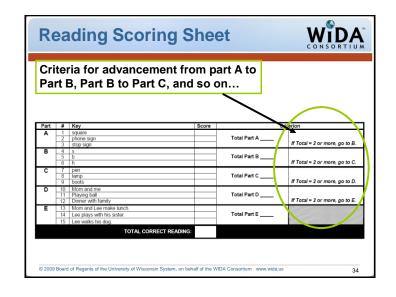




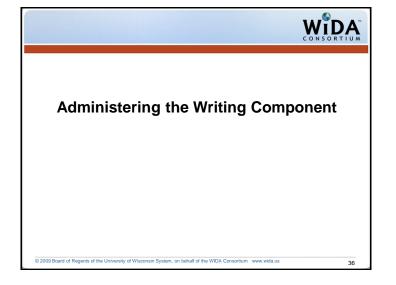
Reading component is divided into 5 parts (Parts A through E) Corresponding page numbers for the Picture Cue booklet are listed in the heading of each Part Brief orientation to the task is included If a child responds incorrectly to the first task, model the correct response, score the item 0, and move on to the next task If a child responds correctly, score the item 1, and move on to the next task







Reading Skills Chart WiDA	
Reading Raw Score	Skill(s) Description
0-2	No demonstrable ability
3-5	Can match simple pictures to each other
6-10	Can recognize letters
11-12	Can recognize words
13	Can read simple phrases
14-15	Can read simple sentences
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Layout



- Writing component is divided into 5 parts (Parts A through E)
- Corresponding page numbers for the Picture Cue booklet are listed in the heading of each Part
- If a child responds incorrectly to the first task, model the correct response, score the item 0, and move on to the next task
- If a child responds <u>correctly</u>, score the item 1, and move on to the next task

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Navigating the Writing Component: Parts A-E



- Administer and score all tasks in Part A.
- 2. Calculate the score
- Based on the scoring guidelines in the script, determine whether the student will advance to the next Part or wind down
- 4. Repeat steps 1-3 for Parts B through E as necessary

Note: Follow the script for winding down at the end of Part E

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General Scoring Information



- When scoring the writing section, invented spelling and reversed letters are acceptable
- Letters and words should be generally recognizable
- Scribbles do not count

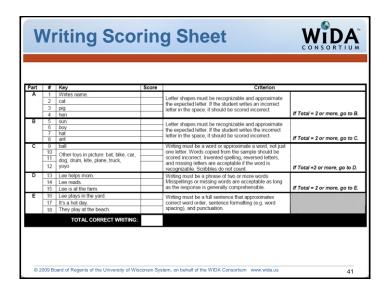
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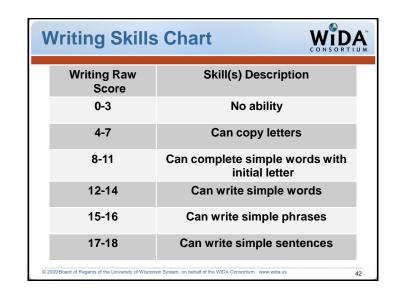
Writing Test Scoring Guidelines

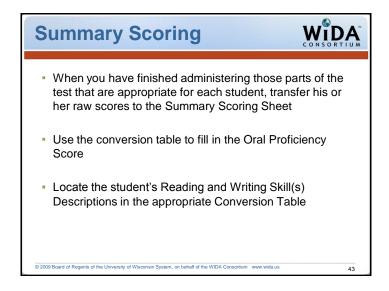


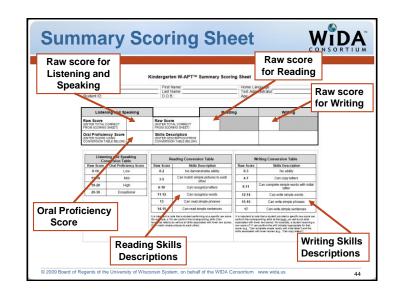
- Part A and Part B
 - Letter shapes must be recognizable and approximate the expected letter.
 If the student writes the incorrect letter in the space, it should be scored incorrect.
- Part C
 - Writing must be a word or approximate a word, not just one letter. Words copied from the sample should be scored incorrect
- Part D
 - Writing must be a phrase or sentence of more than one word.
 Misspellings or missing words are acceptable as long as the response is generally comprehensible.
- Part E
 - Writing must be a sentence of more than a single word or phrase.
 Misspellings or missing words are acceptable as long as the response is generally comprehensible.

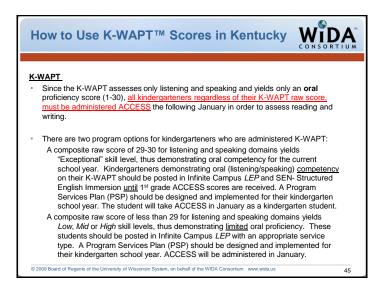
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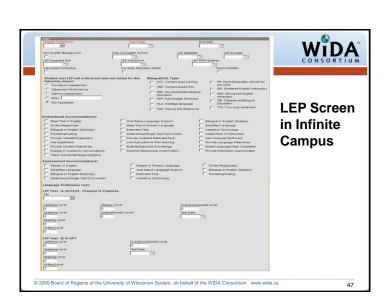


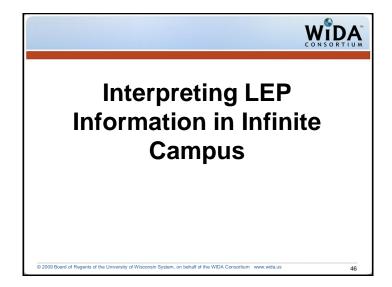


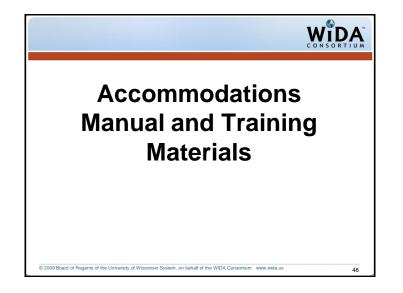












Accommodations Manual and Training WIDA **Materials**



- KDE has been working with George Washington University CEEE for the past year on an accommodations manual and training materials.
- The purpose of the manual and training materials are to help teachers give the appropriate instructional accommodations and assessment accommodations for their ELL students based on the child's level of English Language Proficiency.
- KDE will be releasing the accommodations manual and training materials to the districts soon.

